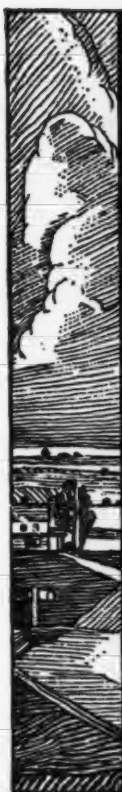


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Magazine



*"The fellow who does just what he is told
will never be told to do big things."*



The Agricultural Education Magazine

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Editorial Comment

Objectives in General Education

THE year which has just ended has been marked by careful studies of the ends and aims of higher education which have come from many of our leading colleges and universities. Hundreds of institutions have had committees at work, in some cases for years, analyzing courses of study and examining educational objectives. Elaborate committee reports have already been published, not only with the purpose of surveying present curriculum requirements in their relation to current needs, but also with the intention of examining the whole educational process in its relation to college education. While it is true that many of the new proposals will have to be tested first on an experimental basis, we may be sure that important changes are immediately ahead.

For many years, in fact, there has been a tendency to get away from the free elective system of studies which has long been in vogue in many colleges. This system has broken down largely because of the great diversity of studies arising from the multiplication of departments, with no "common core" of knowledge. There is need to return, as one report puts it, to "a common heritage," to give each student a basis of general education upon which the specialist can build. Special education "does not usually provide an insight into general relationships."

When we come to examine the means of achieving this general education we find that plans set up by the colleges differ widely. The difficulty comes in applying the objectives to the individual fields of study. Furthermore, each college has its own traditions, its favorite courses, its outstanding professors, and any program to be accepted must recognize these facts.

In a recent number of *What the Colleges Are Doing* is given a brief summary of four reports—from Harvard, Yale, the University of Oregon, and Knox College. They illustrate different points of view and reveal different objectives, but in each case the movement is toward a general education with an integrated course of study.

The Harvard report, *General Education in a Free Society*, has been extensively reviewed and has been widely circulated. It is certain to have considerable influence on trends in higher education. It is doubtful if such a course of study could be carried out in many colleges. It presupposes a highly selected group of students and demands superior teachers. Even at Harvard, the plan will first be put into operation on an experimental basis and will not become effective until next September. The two basic courses in the Harvard plan are not so far removed from the "great books" curriculum. It is surprising to note that no foreign language is required. Freshman English will, for the most part, be abolished as training in writing will be a part of the prescribed courses.

The Yale plan makes for more variety and perhaps has a better balance. There is a foreign-language requirement, and the sequence of courses has been more carefully worked out. This plan is being extensively imitated. The Oregon plan is a further development of the general-education program which has been in operation for many years, with survey courses in several fields of knowledge. The tutorial aspect of the Knox plan is most important and offers interesting possibilities.

Many colleges are giving considerable attention to the study of American Civilization. The Yale plan provides for this. The University of Maryland has worked out a very definite program for the first two years of college, with required courses in American Government, Sociology, American Literature, and American History.

One of the big tasks for general education, as all these programs envisage, will be the development of an understanding of our past heritage, especially in its relation to our present problems and responsibilities. The college graduate of the future must understand the cultural traditions out of which our own civilization has developed, but he must also know his own country and its traditions; he must have an understanding of present world problems and be prepared to do his part in solving them.—Richard H. Thornton.

Life's Goals

THERE is a saying that people get out of the way to let a man pass if he knows where he is going. Substitute the words "boy or young man" for the word "man" and the statement would be equally true. A study of the lives of successful people has shown that those who decide early in life what they want to do, and be, are more likely to succeed than those who drift along without a definite life plan or goal. Of the individuals listed in "Who's Who," 80 percent decided early in life what they wanted to do. Of course, there are many exceptions, but think of the time and energy that are lost when one waits too long to make his decision.



H. W. Sanders

Many studies have been made to determine what becomes of boys who study vocational agriculture in the high school. In Virginia, before the war, about half of them engaged in farming or allied occupations. In the nation, studies of 46,000 boys showed that 52 percent of them engaged in farming, 6 percent entered related occupations, and 5 percent of them entered agricultural colleges. These figures may be encouraging or discouraging depending upon one's point of view. Much depends upon the quality of the farming done by those who make farming a lifework. And this brings us again to the matter of goals. Virginia agriculture is not likely to be greatly improved by boys who "take" agriculture because they think it is easier than some other course, because they need a few extra credits, or even because they want to belong to the F.F.A. chapter. More than likely, these are the boys who won't follow farming anyway, and the sooner they enter some other field the better it is for them and for those who engage in farming. Let us, then, limit the further consideration of goals to the boys who are taking their agriculture seriously.

To become financially independent, to establish a satisfactory home, and to live a respected and satisfying life of service, are among the aims that are common to persons engaged in any occupation. Those of us who believe in the future of farming believe that the farmer can realize these aims as well as anyone else—and more easily than some. Deciding to be a farmer is the first step in reaching your goal; deciding what kind of a farmer you want to be is the second step. In this sense the kind of farmer means whether you aim to be one of the best farmers, a good farmer, or just another farmer. It is important to decide whether you want to be a general farmer, truck farmer, dairyman, orchardist, or some other specialized type; but it is even more essential that a level of performance be set for the particular type selected. Progress demands that our Future Farmers be better farmers, if not among the best farmers; and "best farmers" don't merely happen. They get that way by setting definite goals and bending all their efforts to attain them.

In 1870, about two persons in every four employed in gainful occupations in Virginia were farmers. In 1940, only one person in four was so engaged. As farming methods become more efficient the proportions of farmers needed to provide the necessary food and fiber for the state and nation will decrease still further. Competition will become keener, and only the better farmers are likely to survive. The untrained and inefficient will be replaced by the trained and efficient. There will always be a place in Virginia agriculture for the latter groups.

Assume that a boy has as one of his goals to develop into one of the most successful farmers of his community. To be a successful farmer he must also be a well-rounded and successful citizen. Immediately he sees his high-school subjects and other activities in a different light. They become a means to an end and not an end in themselves. English becomes a meaningful subject because the successful farmer must be able to express himself forcefully and clearly, to write business letters correctly, to understand and evaluate what he reads, and to enjoy reading as a means of providing recreation and pleasure. Mathematics

(Continued on page 206)

S. S. SUTHERLAND

Professional

HENRY S. BRUNNER

Making Community Contacts in Vocational Agriculture*

R. M. DICKERMAN, Teacher, Ludlowville, N. Y.

MOST experienced teachers of agriculture are well aware of the value of community contacts, but possibly a discussion of one teacher's experience may be of particular value to beginning teachers. One of the first problems which faces an inexperienced teacher, after securing a position, is how to become satisfactorily established in the community and make the necessary contacts. He suddenly finds himself in an entirely new situation, thoroly trained in the technical and professional aspects of his work, but somewhat at a loss as to how to make himself effective in the community. It is the purpose of this article to give some examples of desirable community contacts.

As a means of showing how contacts might be made, a specific illustration might serve as a point of departure in furnishing suggestions. The writer, after being graduated from college and serving as an officer in the army, took the position of teacher of vocational agriculture in a departmentalized, rural-union free school of about 350 students. The school is situated approximately in the center of the township which makes up the natural school area, and 10 miles from a city of 20,000 people. The area is a combination of farming and industry as there are three local industrial concerns. The region is well suited to dairy and crop farming, and there is a number of very good farms as well as some poorer ones, and a number of part-time farms.

In this particular situation, there is no central village, but rather, several scattered small villages. As a result, contacts are of the greatest importance and serve to unite or integrate its several population centers in a common interest. There is a rather large proportion of foreign population, altho these people are mostly industrial workers rather than farmers. This short description of the area is given in order to indicate some of the factors influencing the work of the teacher of agriculture.

The position in question was effective as of June 1, 1944, in order to replace the incumbent teacher who was leaving the last of May. Since the obvious place to begin making community contacts is at the school, the writer took advantage of the opportunity to spend several days at the school, becoming acquainted with teachers, students, and the general school routine. This is much more difficult when on the job, and later proved of inestimable value in carrying on the program without a perceptible change. The former teacher had been in the community for the past five years, and was thoroly established. In the last few days that he

remained in his position, he took the new teacher with him on visits to the homes of the boys, in several cases affording an opportunity of meeting one or both of the parents. Altho these visits were necessarily short, they served the function of making the teacher and students better acquainted, and of indicating to the parents the desire of the new teacher to become a part of the community as soon as possible. During the course of these tours, several outstanding farmers in the area were visited. The new teacher was impressed by the keen interest shown by these men in the work of the agricultural department. Most of these men made inquiries about the plans for a winter course at the local high school. Several invited the new teacher to bring the boys out to his farm at any time. Several times the teacher who was leaving pointed out a farm with the remark that here was a good place to judge cows, or to take a poultry field trip; these two families were related, and those two men whose farms adjoined didn't get along together. Later, all of these bits of information came in handy.

Principal Visits Homes With Teacher

Within a couple of days after the former teacher left, the principal, Mr. N. E. Kullman, Jr., who had a keen appreciation of the value of making widespread community contacts, suggested a tour of the area. That afternoon, the principal and the new teacher covered the greater part of the school area, good roads and bad, obtaining a good cross section of the community. The principal was well acquainted with the geography, the people, and the background of the area served by his school, and it would be difficult to imagine how a beginning teacher could more profitably spend a few hours than in this way. Several stops were made to chat with a farmer over a fence or to pass the time of day with someone whom we met. In the course of these conversations, the new teacher of agriculture was casually introduced without having it seem that the introduction was the purpose of the stop. As a result of these excursions, the teacher began to become a part of the community almost at once.

Effective as the above ways are, it must not be inferred that they are the only ways of making community contacts, for there are many things that a teacher can do for himself with little or no outside assistance. One is not always so fortunate as to have the assistance of the former teacher in becoming established, and frequently the principal, too, may be coming to the school for the first time, or may have been there only a short time. In such cases it is necessary for the

teacher to have additional ways of making the necessary contacts, and, in any case, it is wise to supplement any assistance that may be forthcoming with considerable personal effort. In the situation mentioned previously, several other devices were used. Routine project supervision proved to be a fruitful source of contacts. When visiting each boy, besides inspecting the projects and helping the boy make necessary plans, the teacher made it a point to meet the parents if he had not already done so, or to talk with one or both and become better acquainted if he had met them previously. This was simple, since by this time the students and teacher were well acquainted. Often during a home visit, a neighboring farmer happened to be present and in this way, several more people were met.

For a time during the summer, the writer tried the experiment of deciding to make the acquaintance of at least one new person each day. By this time he had been in the community long enough so that it was not so easy as a similar procedure might have been earlier, but it was proportionately more valuable. Sometimes it was easy to more than meet the quota, but other times it was necessary for the teacher to stop, introduce himself saying that he just stopped to get acquainted, and perhaps to tell the farmer about plans for the farm-machinery-repair course to be held at the school in the fall, and invite him to bring in his tools. This means might not work for everyone, but it is an idea for making contacts that might not be made thru any other channels, and as such, it deserves consideration. The inexperienced teacher will find that making the necessary contacts is not something that just happens, at least to any great extent, but is rather something that must be done with a conscious effort, and such devices as this may stimulate the required effort.

Teacher Attends School Events

Support of school functions is surely desirable for any teacher, but for the teacher of vocational agriculture, it has a special significance. While it is true that only a certain group attends most school functions, it is also true that the teacher of agriculture gains a firmer footing and a more desirable relationship with those who do attend, if he participates in these functions than if he does not. In a small school, these various functions take on a social aspect to a much greater extent than is true in larger schools or in city systems. Consequently, support of school activities strengthens the teacher's position by broadening his contacts.

In this community, a larger parish, with churches in two of the population centers, is active. A small community likes to feel that its teachers are really members of the community, and considers church attendance desirable. The writer, altho within commuting distance of his own home and church, lives in the

* This article is written as a sequel to the article entitled: "Classroom Visitation, a Principal's Tool for Improving the Teaching of Vocational Agriculture," by N. E. Kullman, Jr., appearing in *Agricultural Education*, September, 1945.

Long-Time Planning in Departments of Vocational Agriculture

F. E. ARMSTRONG, Teacher-Trainer, University of Hawaii, Honolulu, T. H.

community and makes it a point to participate to a fairly active extent in the affairs of the local parish. He usually attends the monthly church suppers which enjoy a generous attendance from a large part of the area, frequently sings in the church choir, occasionally plays the organ for services, in the absence of the regular organist, and cooperates in other activities. Aside from religious reasons, participation in church activities affords the opportunity of coming into contact with a different group from those with whom he usually meets on other occasions.

As a result, undoubtedly, of contacts made at one time or another, the writer has at various times received invitations from a number of organizations to meet with them or to attend a dinner which they were giving, sometimes taking an active part such as leading the singing. During the course of a year, such meetings included the Dairymen's League, the local artificial-breeding association, the Dairy Herd Improvement Association, county A.A.A. meetings, and others. An attempt was made to get invited whenever it was felt that the meeting would be of value to the teacher and his program. Besides being the result of previous contacts, attendance at these meetings and dinners has resulted in broadening the acquaintance and strengthening the foundation of the teacher of agriculture as a member of the community.

Without appearing to be influenced by ulterior motives, the teacher has tried to recognize the value of the social aspects of community life by entering into social events whenever possible. Such participation includes attendance at numerous dances, several dinner parties, roller-skating parties, informal sports, and the like. In a small community, a little thing like all-around good neighborliness is not of little importance so far as social contacts are concerned.

The question may arise in the mind of the inexperienced teacher as to the value of community contacts. These seem to be threefold:

1. Aid in adapting the program of the department to local conditions and needs.
2. Community support of the work of the department.
3. A means of widening the sphere of effectiveness of the department.

Key Men for Advisers

Evaluating the needs of the community for the purpose of making the necessary adjustments in the local program is not an easy task at best, and may prove very difficult for a new teacher. Often this task may be made considerably easier by conferring with several key men in the community: experienced and successful farmers who have lived in the community for some time and are thoroughly acquainted with the work of the agricultural department in relation to it. More than one department owes a new shop or a larger budget to the fact that the community is solidly behind the program, due largely to the fact that the teacher has made and maintained sufficient community contacts so that people feel that the department is important to them. Likewise, the right kind of community contacts can widen the effectiveness of the department by making more people conscious of the work that the

TEACHERS of vocational agriculture thruout continental United States, Puerto Rico, and Hawaii have realized for some time that their job was becoming more and more complex with the passing of the years. They have been called upon to perform every imaginable task that needs to be done in a rural community from teaching classes of all-day pupils, young farmers, and adult farmers to heading junk drives. Their assistance is sought by many organizations in putting over specific programs in the community, many of which are worthy in themselves, but all of which require that time and effort be expended by the teacher of vocational agriculture. Some of these teachers are in danger of becoming community handy men, available for any job that needs to be done, but with no specific programs of their own. It is high time that each teacher of vocational agriculture critically examines the things that need to be done in the community where he teaches and determines those with which he, as a teacher, can assist. One way of doing this is to prepare a long-time plan for the community.

The long-time plan is a written statement, prepared by the teacher of vocational agriculture, probably with the assistance of others, in which is set forth the objectives of his program, together with ways by which they may be achieved. It includes the larger, more important objectives, those that will require much time and effort, not those that can be accomplished in a year, or even a few years. The plan is concerned primarily with ways by which better agricultural production and marketing may be obtained and by which a favor-

department is doing, and coming to take advantage of what is offered. In this way, a real service to the community is performed.

In summary, it may be said without reservation that the matter of making the right community contacts is one of the major problems confronting the young man starting out as teacher of vocational agriculture in a rural community. As has been indicated earlier, it is something that requires definite consideration and planning if it is to be carried out with any degree of effectiveness. The teacher's annual program of work might very well provide time and plans for making the necessary contacts, and it is the aim of this discussion to encourage definite effort in this direction. Altho the procedures outlined above for making community contacts are by no means offered as a model, it is hoped that they may be of assistance in the way of offering suggestions to the neophyte teacher by showing what was done successfully in one actual situation.



F. E. Armstrong

able rural environment may be maintained. It should be revised at periodic intervals, preferably annually.

Teachers of vocational agriculture who prepare and use a long-time plan find that the plan has many advantages, among the more obvious of which are:

1. The teacher is required to give careful consideration to all factors affecting community welfare. He must know the community thoroly and must weigh each activity making demands upon his time on the basis of advantages that will accrue to the community as a whole.

2. The teacher is better able to determine just exactly what his job really is. He knows what the community is working towards and how he, as a teacher of vocational agriculture, can help achieve the desired results.

3. The teacher is able to concentrate his efforts on the important things that need to be done. He is better able to conserve his energies for the big jobs and is less likely to go off on a tangent.

4. There is continuity to the program. A long-time plan insures that important objectives will not be abandoned before they are achieved. Emphasis in the department is not shifted from year to year without good reason therefor.

5. The teacher who has a specific program of his own as set forth in a long-time plan is better able to obtain the cooperation of people living in the community and of other organizations working in the community.

6. The long-time plan serves as a basis for building the department. Since the teacher knows what his objectives are and how they are to be achieved, it is easier for him to prepare lists of supplies and equipment that must be obtained.

7. A long-time plan makes it easier to obtain the approval of the supervisor and other school officials for the work of the department because the plans are in writing and are easily understood.

8. A long-time plan permits easy evaluation of the department's accomplishments.

9. The teacher who prepares a long-time plan places his department on a more businesslike basis.

10. When the teacher of vocational agriculture leaves the school, it is easier for his successor to become oriented if a long-time plan is left in the school.

11. When the long-time plan has been prepared with the assistance of an advisory committee and other community leaders, the teacher is not required to defend his program against all comers, as is so often the case otherwise. The program of the department becomes truly a community program, with full community support.

The objectives or big goals towards which a teacher of vocational agriculture will work should be determined only after careful consideration of the needs of the community and after community leaders in the field of agriculture have been consulted. It may be desirable to survey many farms in the community in order to obtain a clear picture of agricultural conditions and of community needs. A survey is usually unnecessary, how-

(Continued on page 218)

Supervision

LANO BARRON

Supervisory Devices for Busy Teachers

LOUIS A. CARPENTER, District Supervisor, Knoxville, Tennessee

EFFECTIVE supervision of the farming programs of all-day students is vital if vocational agriculture is to accomplish its major objectives. The conscientious teacher is constantly in search of ways and means by which he can do a better job of supervising the farming programs of his boys. At all times he is looking for ideas that he can use "as is" or modify to suit local conditions. Devices which save time and increase student interest especially appeal to him.

Via Mail

Penny postal cards play a prominent role in the supervisory procedures of some teachers. One usage is to mail students a reminder message at a time when their project fruits should be sprayed, their shoats vaccinated, or their product marketed advantageously. A personalized form is generally used calling the individual student's attention to the specified problem and suggesting that he look up the proper remedy in his class notebook if he is not quite certain of the details. The fact that the teacher took the trouble to write the boy impresses both the student and his parents. Farm people still work largely as a unit, and the instructor's recommendation becomes a family matter, thereby insuring its being carried out.

Another common usage of postals is to notify students of the date the teacher expects to make one of his summer supervisory visits. This procedure reduces materially the possibility of arriving at the farm only to learn the boy is somewhere else. It also stimulates the youth to put his program in tiptop shape and get his records up to date. Incidentally, this postal-card appointment device serves to crystallize the teacher's own program and makes for more meaningful visitation.

In a number of communities, rural carriers deliver a summer-vacation letter to all students of vocational agriculture. This letter, written by the local teacher of agriculture, calls attention to matters dealing with farming programs, F.F.A. activities, current agricultural items, and departmental news. Then, a week before school starts in the fall many of these same instructors send another message telling their boys of the courses offered, F.F.A. plans for the new term and similar items. Often this letter is mailed to pupils who are entering high school for the first time. By so doing, interest is aroused and new recruits are added to the class roll.

Project Tours

Project tours in which all students participate are employed effectively by many teachers. These trips develop an improved understanding of vocational

agriculture and serve to motivate sluggish boys. A modified form of the tour, used with considerable success, is a trip made only by youths conducting hog, beef-cattle, orchard, or crop enterprises. This type of tour seems to bring about a concerted attack on specific problems, and also creates a healthy form of competition. Informal tours, such as when the teacher invites a few individuals to ride with him on a supervisory journey, have a good effect.

Teacher Records

A wall chart prominently displayed in the classroom for agriculture has many good features. On it might appear information concerning each student's farming program, its various activities and the scope. Kept up to date, this chart serves to put every youth "on his toes" for his classmates can (and do) continually compare individual programs. At a glance the busy teacher may check up on student progress or use the condensed information for official reports. Occasionally, such charts supply a basis for class discussion. A form which has been used successfully in Tennessee will be found on this page.

A type-written copy of the above chart on average-size paper makes an excellent record for the teacher to have with him

during visits in the summer. It will fold and fit nicely into the glove compartment.

Concise filing-card records regarding the salient points of each boy's farming program will also conserve time and energy and contribute to improved supervision. These cards may be kept in a sturdy box small enough to fit into the glove compartment of the teacher's car. A glance at one of these cards will refresh the instructor's memory just prior to visiting a student. Afterwards, notations resulting from the visit will induce future supervisory efficiency.

Publicity

Frequent public mention of the farming programs of students stimulates them while informing the community as to the activities of the agricultural department. Employing project data as lesson materials, as student reports given in class, at F.F.A. meetings or at school and civic-club banquets all make for improved farming programs. Posters displayed at fairs, exhibits, and community meetings help. Perhaps, however, carefully written items which appear rather regularly in local newspapers are the best means of furthering farming programs thru publicity. Short articles giving the boys' names and what they have done generally suffice. Published notes placed on school bulletin boards or in F.F.A. chapter scrapbooks add luster to these items thereby encouraging greater student achievement.

SUPERVISED FARMING PROGRAM RECORD

	PRODUCTIVE ENTERPRISES						IMPROVEMENT PROJECTS				SUPPLEMENTARY PROJECTS			
	Corn		Tobacco		Swine (Feeder)		Building Fence		Beautifying Homestead		Culling Poultry		Docking Lambs	
	(1) B	(2) C	B	C	B	C	B	C	B	C	B	C	B	C
NAME														
Fred Smith	10	9	.4	.5					1	1	106	98		
Sam Jones	12	12			6	6			1	1	225	215	30	30
Earl Thomas			.4	.4			40	40	1	1	75	75		

(1) B=Beginning Scope

(2) C=Completing Scope

(Usual Size 24 x 30 in.)

Life's Goals

(Continued from page 203)

will be seen as a means of learning to keep accurate farm accounts, to estimate expenses and receipts, and to solve the numberless other problems involving that subject. In a similar way, other high-school courses will make their important contributions to his development; the F.F.A. chapter membership will take on new meaning as a means of developing

leadership ability; and the special school activities, when carefully selected, will play an important part in helping the boy to attain his goals.

Success, like happiness, is dependent upon what happens within the individual more than upon external influences. Teachers, friends, and favorable circumstances play their part, but some people succeed in spite of them, not because of them. There are no substitutes for individual initiative, thinking, and planning—planning that includes worthy goals.

"Flaws" in Show Rules

E. G. CAUBLE, JR., Boston, Massachusetts

(Editor's Note—E. G. Cauble, Jr., marketing specialist, wool division, livestock branch of the U.S.D.A., is a former teacher of vocational agriculture of Reagan County High School, Big Lake, Texas, and is now residing in Boston, where he is employed. During his tenure at Big Lake he instructed many youths who were top winners in nearly all of the major shows of the Southwest. While his article is based on his experiences in the Southwest, its suggestions will no doubt be helpful to others thruout the country. —L. B.)

TEACHERS of vocational agriculture of West Texas, meeting at their annual conference held at San Angelo last summer, devoted one session to the discussion of problems being encountered as a result of the increased participation in area and state livestock shows. Recommendations were made as to how the rules and regulations of Texas shows could be followed and enforced. The discussion of this subject was brought about by the presentation of evidence showing an increase in violations of rules at the major livestock shows.

It was my privilege to be asked to sit on the panel discussion of these problems. I was very interested in the comment of visitors from various areas over the state as to cases of ineligibility which were noted at livestock shows during the 1945 spring season. There was one violation in particular which I want to discuss at this time.

One of the most important rules in the show catalog is the one which states that the animal or animals shown shall be the property of the boy who exhibits the entry, and that the entry must have been the property of the exhibitor for at least 90 days prior to the opening of the show.

These rule are the most commonly violated regulations in the catalog. Many of the boys' classes in the various 1945 shows for the different classes of livestock had a number of animals entered which were not eligible under these rules. The same violation was noted in at least one class in which adults exhibited, but the most offences occurred in the Boys' Breeding Sheep Classes.

For the most part the violators are boys who are exhibiting in boys' classes using animals owned by adult breeders or feeders. My personal experience has been largely confined to competition in sheep classes, so my observations will embrace only this phase of the problem. Two important shows in Texas provided classes for boys' breeding sheep in 1945. In each of these shows the ownership rules were openly violated, and in each instance the show officials made no effort to determine beforehand the exact ownership of the entries.

It is the duty of the county agent and the teacher of vocational agriculture to be sure that a boy owns his project. This can be done by proper management and planning of the boy's program. A violation of the ownership rule ought not to be charged against the boy, especially. It is true that he is a violator, but the major portion of the blame should be placed against the doorstep of the sponsoring agent or teacher. It is his job and

responsibility to see that regulations and ethics are observed.

Led to Recommendation

The recognized fact that so many entries shown by boys in breeding-sheep classes were actually owned by registered-sheep breeders led to the recommendation that boys' breeding classes be abolished at all shows. This in no way means that the boy is to be barred from owning and exhibiting breeding sheep. He would, however, compete in the open breeding classes. There is very little difference in showing against animals owned by adults in a boys' class and showing against adults in an open class.

It is certainly unfair to a boy who actually owns his animals to have to exhibit against another boy who has an animal "borrowed" for a few months from some well-known breeder. In the first place the boy who owns his animal is often not financially able to purchase outstanding individuals. His problem is one of improvement thru careful breeding and selection. It is very discouraging to this youth to be continually beaten by boys who return their animals to the adult owners a few hours or a few days after the close of the last show.

The very foundation of the program practiced by agents and teachers lies in establishing pride in ownership. Every enterprise in which a Future Farmer or a 4-H boy engages should involve personal ownership, where the boy has had to finance his projects from his own bank account or labor, or from borrowed money coming from regular channels. A boy gets very little inspiration from going thru a show season with animals borrowed or given him, but watch his thrill when he wins the hard way with a project he has had to finance himself.

There is one suggestion which I would make if boys' breeding sheep classes are to remain a part of the stock-show activity. The superintendent of the sheep show should ask for the registration papers or the transfer of ownership papers on every animal entered. These papers should carry the name of the boy as the owner and not the name of some adult breeder. If the papers do not prove that the boy is the owner then the animals in question should be shifted to the open classes. Many shows have demanded such papers in the past, but they were used only to prove that the animal was registered and never to prove that the boy was the rightful owner. I have seen very few papers during my 10 years of stock-show experience which carried the name of the boy as the owner.

In 1945, a few men exhibited fat animals in boys' classes for lambs and calves. This was done by using boys to cover up the ownership. I have no suggestions which would curb this vicious practice other than the barring of the individuals in question from the show where the infraction occurred, for a three- to five-year period. This might prove of little benefit as a cure, but it would serve notice to the public that county agents and teachers of vocational agriculture are aware of the malpractices which exist in the showing and are making an honest effort to correct them.

How I Promote My Farming Programs

M. H. BRYANT, Teacher,
Foley, Alabama

JOBS to be taught are never lacking when the teacher knows his boys. Perhaps the most fearful moment of early teaching experience is when you watch the boys coming to your department for a class—and you stand trembling with the thought, "What on earth will I teach about today?"

After the first year in a community, it is the foremost unpardonable sin on our part to fail to know the greater problems of our boys and community. Naturally the first-year class offers the greatest problem. The plan I use is to contact the session-room teachers of Junior II class and get the names of boys on roll about the beginning of the second semester. I learn all I can from the teacher about each boy, as to where he lives, his background, leadership abilities, and general attitude. I then begin to call the boys by name on the campus and let them know that I have a personal interest in them. The first, fundamental principle of education involved is to get the student to respect the teacher.

Prospective students are either relatives or neighbors of your regular, all-day boys. During the summer visits I have found that it pays to call by for just a short time to see these boys, as they take a personal pride in showing what they are growing and perhaps a greater pride in answering your well-timed and appropriate questions about their farm life and program. When school opens in the fall, they just naturally "sign up" for vocational agriculture and come on over with a beaming attitude. In a way, their programs are already launched. The boys are taken thru the department and greatest points of interest explained. Let the boys see the motors run, rip out a board, cut a fancy outline on the jig saw, blow the ashes up in the furnace, etc., as this lets the boys know that things really work in the department of agriculture, and that you are really expecting them to become a part of it.

Usually, very little is taught about a long-time program for the first two weeks as there are so many other things to take up about the F.F.A., notebook organization, shop-work explanation, and general settling down for the year's work. Monday morning of the third week is generally the day set aside for the study of farming programs. The three types of practices are carefully explained and examples given of each. I put my Preliminary S-1* of the previous year on the bulletin board, then ask the class to group around and see what the boys of the past year were doing. Several boys are then called on to list on the board what they would like to carry out for their programs. This is almost always on Wednesday. The boys copy the outlines from the board, and each is asked to carry them home, work on his individual program, talk with his parents about it, and hand in his outline Friday. Thursday is a busy day answering questions and assisting the boys in setting up their outlines to be handed in the next day. Fri-

(Continued on page 209)

* Productive Enterprise Projects, Improvement Projects, and Supplementary Farm Practices carried by students of vocational agriculture.

Methods of Teaching

GEORGE P. DEYOE

Measuring Efficiency in Sow-and-Litter Projects

GEORGE P. DEYOE, Teacher Education, Michigan State College, Lansing

THE development of the ability to produce farm commodities efficiently is an important objective of vocational agriculture. During the past three years, in a number of departments of vocational agriculture in Michigan, litter checkups have been used as a basis for measuring efficiency in the sow-and-litter projects of the boys taking vocational agriculture. These departments are finding that there is considerable value in keeping records which show for each litter the number of live pigs farrowed, the number of pigs raised to 56 days, and the weight of the litter and the average weight per pig at 56 days. These kinds of data provide measures of efficiency which are easily secured and interpreted and which correlate highly with rapidity and economy of gains after that age and with profits when the litter is marketed. Furthermore, these data can be used as motivation for a sound educational program in pork production.



George P. Deyoe

in 12 departments of vocational agriculture in Michigan for a two-year period. An attempt was made to secure data from these departments on all sow-and-litter projects owned in part or entirely by the boys, on which records were kept. Most of these litters were from gilts, altho no adjustments were made for this in the tabulations shown. The data appear to be fairly representative of sow-and-litter projects owned by boys in all-day classes in vocational agriculture under Michigan conditions where the typical boy with a project of this kind has only one or two brood sows and where the scope of the hog enterprise on the typical farm is quite small.

The data in Table I represent a summary of the 120 litters classified by weights of litters at 56 days. This table shows in general that in order to secure heavy litters at 56 days, it is important (1) to farrow good-sized litters, (2) to raise a high percentage of these pigs, and (3) to develop the individual pigs to good weights. These in turn reflect practices in selecting, breeding, feeding, housing and care, health, etc., which can be influenced by the swine raiser.

Table II shows the data summarized in a way which is useful to the boy in setting goals and measuring accomplishments. In this table each column was summarized independently of the others so that in measuring the efficiency of a sow-and-litter project comparisons can

be made with each column in turn. Thus a person can determine in which third his litter ranks for each of the items heading the columns. In this way the data serve as a yardstick for measuring accomplishments. The boy can also use the data to help him in determining at what level he wishes to set a goal for each of the measures indicated in the column headings. Local departments may wish to develop similar tables based on data from local sow-and-litter projects. In addition to comparisons with local projects and state-wide summaries, each boy should be encouraged to note his progress (or lack of progress) each year by making comparisons with data for his own projects in previous years.

Some Examples of Progress

Of course, the real "pay-off" is using these measures of efficiency comes in the results and in the progress made from year to year in given situations. A few departments of vocational agriculture in Michigan have been collecting data of these kinds for two or three years and some interesting examples of progress are available.

In one department, where litter records have been kept for three years, the boys have made noticeable improvements in successive years, as shown by the fact that larger percentages of the litters weigh 350 pounds or better at 56 days and litters averaging 40 pounds or more per pig are on the increase. In this department, "sow families" of special merit have been discovered by using records for three generations, and boars have been proved by the records of their offspring. This chapter of F.F.A. in its consignments of sows to a recent state sale open to all breeders provided the only sows for which data on litter weights were published in the catalog.

In another department, the average number of pigs saved per litter was increased from 5.5 to 7.7 over a period of three years. In a third department, individual boys have been challenged to the extent that noticeable improvement is being made from year to year. One boy who raised a litter to a weight of 485 pounds last year, was able to improve his practices so that a litter of 10 pigs weighed 545 pounds in 1945. In this same department, pigs are reaching market weights at much younger ages than formerly.

In securing results of this kind, many approved practices have been adopted. These include practices involved in sanitation and control of internal parasites, selection of breeding stock, feeding, and the use of pig brooders.

Using Data in a Sound Educational Program

Teachers of vocational agriculture in Michigan are finding that these measures of efficiency and the resulting data are useful in promoting sound instruction in connection with swine projects. They have asked that additional data of the

Summary of Data Secured

Data are here presented for 120 litters

TABLE I

Summary of Litter Data Arranged in Groupings by Litter Weights at 56 Days
(120 litters in 12 departments of vocational agriculture in Michigan)

Weight of Litter at 56 Days	Number of Litters in Group	Percent of Litters in Group	Average Number of Pigs Farrowed	Average No. of Pigs Raised to 56 days	Average Weight per Pig at 56 Days
99 or less	5	4.2	7.4	2.2	24.4
100-149	5	4.2	7.6	6.0	21.5
150-199	19	15.8	8.1	6.0	29.9
200-249	28	23.3	9.6	7.0	32.2
250-299	25	20.8	10.0	8.0	34.5
300-349	13	10.8	9.5	8.4	38.7
350-399	15	12.6	10.7	9.1	40.0
400 or more	10	8.3	12.2	10.3	44.0
264.7 lbs.*	—	—	9.6 pigs*	7.5 pigs*	35.3 lbs.*

*Averages for 120 litters.

TABLE II

Data for Setting Goals and Measuring Efficiency of Sow-and-Litter Projects in Vocational Agriculture*

Litter Classification	Weight of Litter at 56 Days	Average Weight Per Pig at 56 Days	Number of Pigs Farrowed Per Litter	Number of Pigs Raised (per litter) to 56 Days
High Third	298 lbs. or above	38.7 lbs. or above	11 pigs or above	9 pigs or above
Middle Third	222 to 298 lbs.	32.1 to 38.7 lbs.	9 to 11 pigs	7 to 9 pigs
Low Third	221 lbs. or below	32.0 lbs. or below	8 pigs or below	6 pigs or below
Averages for 120 Litters	264.7 lbs.	35.3 lbs.	9.6 pigs	7.5 pigs

*Based on data for 120 litters reported by students of vocational agriculture in 12 departments in Michigan. See further explanation in article.

kind shown here be collected in future years and made available to them.

The following represent some of the uses made of measures of efficiency in a sound educational program.

1. Measures of efficiency are useful in opening up the instruction needed for conducting swine projects successfully. The question of "How can we measure our efficiency as swine raisers?" presents a new and challenging viewpoint to boys starting sow-and-litter projects. Comparisons can be made with certain measures used in football and track or in horse racing, with which the boys are familiar.

2. Following the above discussion, a logical question is "How efficient should each of us expect to be?" Beginning students who have not previously worked with litter data have a very inadequate background for responding. However, an interesting discussion usually grows out of letting the boys "guess" what would constitute creditable achievements in litter weights and weight per pig at 56 days, as well as in number of pigs farrowed and number raised. Following this, data showing achievements of other boys in vocational agriculture, as presented in the accompanying tables, are helpful in arriving at "standards" and in aiding each boy to set goals appropriate to his level of experience and for the conditions under which he operates.

3. After each boy has set goals for his project (in terms of number of pigs farrowed, number raised, and the litter weight and weight per pig at 56 days), he is prepared to analyze some of the things he needs "to be able to do" in order to reach these goals. This opens up a group of jobs which, with the help of the class, can be listed and arranged seasonally.

4. As each job and the related problems are studied and discussed, each boy comes to recognize and apply certain approved practices which will aid him in reaching the goals set. For example, in the job of maintaining the health of the pigs, various problems will arise such as "How can I prevent the pigs from becoming infested with roundworms?" As an outgrowth of studying this problem, the boy learns that an important approved practice is to "Scrub the pen thoroly with boiling water and lye prior to the time of placing the sow in the pen for farrowing."

5. As farrowing time approaches, further motivation is provided if the class develops a chart with column headings corresponding to the measures of efficiency and with a line for each litter on which the goals and accomplishments are recorded. Some departments are developing charts for listing cumulatively the approved practices as they "grow out" of class discussion. As each boy carries out each practice, the appropriate spot on the chart is checked.

6. As litter data are recorded on the chart, each boy is able to check the actual data for the litter with the goals previously set. He can also compare his results with data for larger numbers of students, such as shown in Table II. These data provide yardsticks for measuring how each boy compares with other boys in vocational agriculture.

7. As each litter reaches the 56-day weighing date, arrangements can be made for a home-farm visit by the instructor or a field trip by part or all of

Farming Programs

(Continued from page 207)

day, the programs are discussed and revised, and individual reports heard. Saturday is devoted entirely to visits to the boys who are doubtful and are in trouble. I have always met a grateful response from the "weak project" boys, and I do my best to make them feel proud of what they have to carry regardless of how meager the scope, if they are doing the best they can. Indeed, a feeling of inferiority will break anyone's spirit.

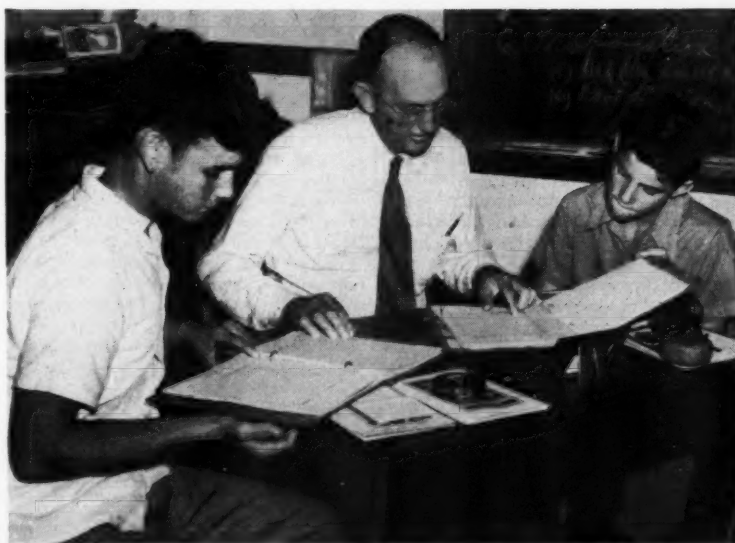
Each day, when possible, it is a custom to ask from one to three boys a brief question about their projects at the beginning of class. Boys like to tell what they are doing, and I find that it certainly serves as a stimulus to the others.

Teaching and learning are intricate processes and cannot be separated from the "trial and error" process. Yet, if the teacher manifests sufficient interest in the boys, believes in what they are trying

to accomplish, and does not become a grouch to the boys, they will at least absorb more than they realize.

With a total of 65 boys enrolled last year, they carried out 136 projects in productive enterprise, 144 improvement projects, and 424 supplementary farm practices. Stimulation and motivation are easy for the boy after you have had him one year in class and his program becomes a continuous thing, oriented and directed by your regular visits to his projects and classroom conferences.

Plan intelligently and patiently with the boys, advise and do not force programs on them, visit them with a definite purpose, and never let any occasion arise to cause a boy to question your honesty, integrity, and character, as we all recognize these to be the fundamentals of leadership. Because, after all, when the boys have gone out into their selected vocations, they do not remember you for the many jobs you taught them to do, but for those ideals for which you stood.



Conferences of parents, boy and teacher, and teacher-boy conferences are necessary for good farming programs. M. H. Bryant, instructor.



The checkup at 56 days is the "pay off" on the kinds of practices used. Note the use of bathroom scales and the method of holding the pig which prevents struggling

the class with the instructor. This becomes a setting for some very effective instruction.

8. At the end of each cycle of production, or before another cycle begins, the data for the litters raised by the boys in the department (together with comparisons with data from previous years and from boys in other departments) serve as a good basis for "trouble-shooting" and "post-mortems." By this means, weak spots are found in swine production as carried on by the boys locally and they can readily determine places which they need to study and skills which they need to develop further during the coming year. Thus, the study of swine in successive years is based upon the needs which the boys themselves recognize. By using this approach, there is little tendency on their part to feel that because they studied swine last year they learned it all. They are able to see that their own accomplishments, no matter how creditable, can be improved if they develop the "know-how" or best method of doing it.

WATSON ARMSTRONG

Farmer Classes

W. HOWARD MARTIN

Young Farmers in the Postwar World

JOSEPH R. WILSON, Teacher, Stewartstown, Pennsylvania

YOUNG farmers are coming into their own with the emergence of the world into a period of peace that promises much to those with foresight and vision. During the weary war years, young farmers have been laying the groundwork for a solid peacetime structure based on sound agricultural practices.

The farm youth who have banded themselves together into the Young Farmers' Association of Stewartstown are typical of those who have initiated similar movements in many other localities. In many respects the Young Farmers of Stewartstown deserve special recognition. Individually and collectively, this group is of high caliber, as will be clearly shown in the accompanying farm pictures and farming programs.

The Young Farmers' Association of Stewartstown was born during the war, when some other groups had difficulty holding their own. Partly an outgrowth of the war initiated O.S.Y.A. Farm Machinery Repair classes, the Y.F.A. of Stewartstown became an organization that supplied a basic need where no other organized body existed. The young farmers of the Stewartstown area are served by no other organization, civic or otherwise, except the church and its accompanying activities. Altho other counties in Pennsylvania have had such organizations before, the Y.F.A. of Stewartstown is a pioneer in York County.

The farm youth of the Stewartstown area constitute a serious-minded group of young men who have struggled thru many hardships during the past 5 to 10 years getting established in farming. They place a practical value on an organized effort which touches their common needs. They are definitely serious in their business, and at the same time they hunger for some of the fellowship that can be had only in group activities. The annual calendar of monthly meetings of their association illustrates the varied interests of the group:

April 27 Soil Conservation
May 25 Texaco Farm Program
June 29 Artificial Breeding
July 27 Farm Sanitation (outdoor meeting)
Aug. 31 Farm Outlook

Sept. 28 Rural Education

Oct. 26 Game Conservation
Nov. 26 Corn-Borer Control
Dec. 28 Card Party
Jan. 25 Insurance
Feb. 22 Agricultural Conservation
April 12 First Annual Banquet

the group has planned this winter to have a series of meetings on some one of our specialized farm enterprises. The first of these is scheduled for January 11, 1946 on Artificial Insemination and the proposed enlargement of the breeding ring which serves our area.

The calendar is indicative of careful planning on the part of the group leaders, but the meetings themselves reflect the personalities of the members. All meetings are very informal from start to finish. Speakers or leaders are quick to sense this atmosphere, and whether they have primed their best speaking voices for the occasion or not, they quickly switch to the conversational tone that is quickly absorbed by their audience. And, whether the meeting is well attended by 30 or 35 men or by 15 on some few nights, because of rough weather or road conditions, a period of answering questions from the floor always results in a stimulating discussion.

A meeting is not complete without refreshments, which might consist of coffee and doughnuts or watermelon, as the refreshment committee is inspired by the season. It is here that small-group discussions on varied topics get under way, and the evening's speaker or leader is usually bombarded with further questions that go on an on until it is sometimes very late before the meeting breaks up. It is during an informal discussion that one really gets acquainted with these young farmers. Their personal problems, which would not become apparent in a formal meeting, are brought out clearly and solutions discovered to the satisfaction of each member. To a teacher of vocational agriculture, these experiences are most inspiring.

The farm youth have started a movement in the Stewartstown area that speaks well for their collective activities. However, their individual activities deserve some commendation. In our group of young farmers, there are, to mention

County soil conservationist ,
Texaco representative
Local veterinarian
Local veterinarian
Ass't chief of agricultural education in Pennsylvania State Department of Public Instruction, Harrisburg
Ass't superintendent of schools in York County
Local sportsman
County agricultural agent

Local agent
Conservationist
R. B. Dickerson, assistant professor of agricultural education, State College.

The calendar for the second year of operation is following a similar pattern of monthly meetings on selected farm and rural topics. In place of the O.S.Y.A. sponsored class during the winter months,

only four, (1) Wilfred O. Baer, an American Farmer (1940) now our Y.F.A. president, (2) James E. Quesenberry, the state winner of the DeKalb corn-growing contest and an all-round good farmer,

and (3) Joe and Fred Jordan, brothers, who operate, for the fifth generation, land that was acquired by their forefathers from the Indians.

The farming programs of these men in particular are cited because of the variety of interest that they represent.

Let us consider President Wilfred Baer's many and varied talents. Wilfred, 24 years of age, is owner of a 48-acre farm where he specializes in the production of purebred Berkshire swine. A graduate in agricultural education of Pennsylvania State College, he could be teaching vocational agriculture himself, but prefers his swine. A wise choice!—and one that has helped a good Future Farmer of a few years ago progress to an enviable position as a young farmer. On closer examination, we find a program of steady expansion indicative of careful planning, from projects of fattening hogs and truck crops on a small scale, to the present scope of his full-time program:

Swine	Brood sows	20 head
	Pigs (sold annually)	300 head
	Bred gilts (sold annually)	15 head
	Hogs fattened (sold annually)	40 head
	Boars	4 head
Market crops	Onions	1 acre
	Cabbage	2 acres
	Small vegetables	5 acres
	Potatoes	12 acres
Other crops	Corn	12 acres
	Wheat	8 acres
Poultry	Chickens	300 head
	Ducks	300 head

Most of the products of the farm except swine are disposed of on a market route in the nearby city of York. This route, operated twice weekly thru the market season and weekly during the remainder of the year, brings the highest possible return for the products, modeling a method more farmers might use to increase their returns.

The member of the Young Farmers' Association of Stewartstown with the season's most outstanding single event to his credit is James Quesenberry who this year won the DeKalb corn-growing contest for Pennsylvania with a yield of 124.42 bushels per acre. For this accomplishment James received a free trip to Chicago for himself and his wife, where they were entertained royally by the DeKalb company. A silver cup is his memento of the occasion.

A brief glimpse of James' farming program shows us a young man, 25 years of age, who is making rapid strides in the farming business. The over-all size of his operations is beyond the scope of many farmers' managerial capacities, but James is still building. His farming program follows:

String beans	50 acres
Corn	80 acres
Sweet corn	30 acres
Wheat	74 acres
Hay	75 acres
Potatoes	10 acres
Custom business	
Pickup baler	500 acres
Cornpicker	300 acres
Combine	200 acres
Trucking and marketing	
Hay (bought in field)	120 acres
Corn (bought in field)	82 acres
Sweet corn (bought in field)	120,000 ears

The Jordan boys present an interesting picture of another specialty, dairying. Employing methods that would probably cause their forefathers who settled their land originally to wag their heads in wonder. Their up-to-date practices have resulted in a milking herd of 34 head that averaged over 350 pounds of butterfat per cow this past year. Original members of the South Eastern Pennsylvania Breeder's Association, they are constantly upgrading their stock as they strive to make their herd 100 percent purebred.

Growing feed crops for over 50 head of livestock does not keep these young men busy enough—they do custom work with their cornpicker and combine to the extent of 200 acres and 100 acres respectively each year. Miscellaneous facts concerning the brothers brings to light that Joe is custodian of the cash for our association. Fred, the junior member of the family, is a graduate of the two-year course in agriculture at the Pennsylvania State College. He was our first Y.F.A. president, and this year's vice-president. Open-mindedness to new things in agriculture has guided their farming policies, among which the dynamiting of 1,000 feet of drainage ditch thru a pasture this fall typifies their use of modern farm practices.

The over-all picture of the Young Farmers' Association of Stewartstown, as individuals and as a group, is one to stimulate youth to still higher goals. These men who have banded together are well along the way to the realization of at least one of our worthy objectives—the development of rural leadership.

Do We Need a Y.F.A.?

EDWARD F. McCauliff, Teacher,
Cuba, New York

WITH interest I read in the December issue of the *Agricultural Education Magazine*, the articles by Mr. Leonard and Mr. Woodin, "Shall There Be a State Y.F.A. Organization." It is not my purpose here to commend or condemn the arguments advanced. I believe the authors sincere.

However, this is a problem that should receive deeper consideration by teachers of agriculture and all rural leaders.

In order to justify any organization, be it the Y.F.A. or other rural group, that organization must have a specific objective. It must have a purpose and that purpose must be definite. Second, there must be a need for such an organization to the extent that no other organization serves that purpose. The question should be asked, "Does any other group or organization attempt to accomplish this objective?"

Recently I sat in conference with a group of leaders from several of the leading rural organizations. This group was considering the advisability of a county-wide, older-rural-youth program. Upon the statement of the aims and objectives of the proposed organization, each group, in its own way, answered, "Why! That is what we are doing."

Many communities are now overstocked, so as to speak, with organizations. In the junior group we have such organizations as the Rural Scouts, 4-H Clubs, Future Farmers, and Juvenile

Grange, and activities of the school and the church. Each, in part, attempts to promote similar ideals and objectives.

In the older group, in which falls the Y.F.A., we have the Grange, Young Co-operators, Older Rural Youth, and similar organizations. Here again we have overlapping of purposes and services.

We cannot overlook the fact that the group which these organizations benefit are those that carry an active part in the community. It is the group for whom the organization was least designed and who need the organization the least. The large group of rural youth from our poorer land areas, who should profit most from such an organization, are the ones least attracted to it. They affiliate with no organization. It is questionable whether or not any means can be devised to attract them. At present, this appears to be the only justification for a state-wide Y.F.A. or any other rural organization.

The real question we should be asking ourselves is not, "Do we need more organizations for rural youth?" but "How can we use our present organizations more effectively?" Can the present rural organizations, now attempting to serve the older-youth group, be drawn together with a common objective and a definite plan to achieve the aims which each is trying individually to attain. A co-ordinated program of all organizations in the community, rather than further organization, is an idea which should receive consideration at this time. Do we need to build a new rural organization or can we improve and co-ordinate the we already have to better advantage?



The nucleus of the Y.F.A. of Stewartstown who braved a windy near-zero day to pose for this picture. Front row, left to right: adviser, J. R. Wilson; treasurer, Joe Jordan; vice-president, Fred Jordan; president, Willfred O. Baer; secretary, William Pyle; reporter, Reed Ebaugh. Second row, John Strawbridge, Paul Edie, John Yost, Henry Kearns, Gemmil Lanus, Clinton Johnson. Third row, Pete Hersey, Jim Quesenberry, Walter Kefauver, Harry Maddox, and Cecil Trout

Farm Mechanics

R. W. CLINE

Changing Programs in Farm Mechanics

V. J. MORFORD*, Department of Agricultural Engineering,
Iowa State College, Ames, Iowa

INSTRUCTION in farm mechanics is receiving a great deal more emphasis in the program of vocational agriculture than it did a few years ago. This increased attention certainly seems justified when one considers the farmer's investment in buildings and equipment. According to the 1940 census the investment in buildings and machinery in the United States totaled about 13½ billions of dollars. This amount was about 66 percent of the investment in land. In Iowa, the buildings and equipment were appraised at approximately \$5,000 per farm or about 56 percent of the value of the land. According to the census figures this has been the approximate relationship that has existed since 1930. If our buildings and equipment had depreciated 50 percent at the time the appraisals were made, then it seems that the initial investment in buildings and equipment may have been greater than the value of the land. Without question we should give more attention to the problems of farm buildings and equipment since such a large part of the farmer's time and investment concerns the building and equipment problems of the farm.

The marked increase in farm electrical service has also brought about increased interest in farm mechanics. With this increased use of electric light and power has developed an increased need for the training of farm people in the service and repair of their electrical equipment. The teacher of vocational agriculture should expand his farm-mechanics program to meet this need.

Electricity on our farms has also made it possible for the farmer to more adequately equip his farm shop. Electric drills, grinders, and arc welders are a few new pieces of equipment being purchased by farmers. With the expansion of the repair work on the farm has come a demand for more and better training in farm mechanics.

The Department of Agricultural Engineering of Iowa State College is making changes in the instructional program to meet the changing needs of the students. This is being done on both the graduate and the undergraduate levels. A few of the more recent changes and additions follow.

Instruction in farm electricity and arc



V. J. Morford

and acetylene welding have been included in all classes in Farm Mechanics. From 15 to 20 hours of training is given in welding and cutting. Experience in farm-machinery repair and farm electricity is given more emphasis.

Students in Farm Carpentry now receive experience in building brooder houses, garages, hog houses, and like projects.

Students enrolled in courses in Machinery Construction receive rather extensive training in all phases of welding and cutting. They also practice their skill in construction and repair of equipment.

The students enrolled in Gas Engines and Tractors gain experience in the service and repair of farm power units.

The course dealing with the Methods of Teaching Farm Mechanics has been reorganized so that time may be spent in the shop in developing new skills and teaching techniques.

The Special Methods Course in Farm Mechanics is designed to give instruction that will meet the particular needs of the student. Welding, farm electricity, and farm-shop organization and management are three of the many problems with which the students deal.

Farm mechanics in high school should be revised annually to meet changing needs. Interest is kept high if real jobs are undertaken from the students' farming programs. This can best be done by planning a program that is integrated with the class and home for the years the students will be taking vocational agriculture. If this plan is followed farm-mechanics instruction will be offered each year.

The following are some of the advantages of the integrated program:

1. Farm-mechanics problems become the personal problems of each student.
2. Higher quality of workmanship is secured because of the student's interest.
3. The program in vocational agriculture has greater student holding power.
4. It adds stimulus to the program in vocational agriculture.
5. It is easier to justify the maintenance of a well-equipped farm shop used exclusively for farm mechanics if it is used each year by all classes in vocational agriculture.

The student should not be expected to undertake the more difficult repair and construction projects until he receives training in the essential skills. The required skills and judgments should be developed by following a well-planned program of instruction. "Busy" work does not have a place in a farm-mechanics shop.

Adult and young-farmer classes in farm mechanics are becoming increasingly popular. Some of the most appreciative adult classes are found in our well-equipped shops where the program is "geared" to the needs of the group.

Improving Farm Mechanics

H. W. DEEMS, Assistant Supervisor,
Lincoln, Nebraska

TRADING a good 7-year-old work horse for five bushels of apples was the tale related by an F.F.A. lad of central Nebraska.

The story was told during a period set aside by the instructor for a discussion of farm-business transactions that pay dividends. The story started a series of comments about the horse versus the tractor. Another lad told about a neighbor who had remodeled the horse barn into a farm shop and a tractor-machinery shed. The unofficial conclusion reached was that the future farmers of today would farm in a super-mechanical age. They would, it was agreed, work with some machine from the time they hit the floor at 5 a.m. until at dusk they turned the switch that stopped the tractor. And another rapid-fire discussion started. They wanted to talk about the highly mechanical heating and cooling systems for farms, new milking machines, hay dryers, new types of tractors, and new farm machinery. All of which leads one to conclude that regardless of how much and how fast we improve our vocational program in farm mechanics, it's going to run second to mechanical advancement on the farm.

Now for the problem to be considered. What can the supervisor do to improve the farm-mechanics program? There are perhaps many things. The following guide is helpful in evaluating a program for efficient shop instruction.

Evaluating Farm-Mechanics Program

Part I. The shop building

Recommendations

1. Is size of shop adequate for program?
2. Are workbenches adequate, in good repair and placed so that center of room is available for construction and repair jobs?
3. Is equipment grouped in areas according to kind of work?
4. Is all large equipment in good repair and being used efficiently and correctly?
5. Are all small tools in good working condition and conveniently located?
6. Is shop arranged efficiently?
7. Is equipment adequate for the program?
8. Is storage space available for lumber and projects under construction? Is this space well arranged and efficiently used?

Part II. Farm mechanics course of study.

1. Are course outlines com-

* Before coming to Iowa State College, Professor Morford served 13 years as teacher of vocational agriculture and supervisor of student teaching at Seward, Nebraska. He was supervisor of rural war-training classes in the United States Office of Education in 1941 and 1942.

plete and up to date?

2. Are blueprints or working drawings, with bill of materials attached, available for all farm-carpentry jobs?
3. Are manuals, job-instruction sheets, books or bulletins available for all non-carpentry jobs?
4. Are all needed demonstrations planned and scheduled, and needed materials available? Are job breakdown sheets available for all jobs to be demonstrated?
5. Is educational training sacrificed for community shop service? (Answer should be "no.")
6. Is the distribution of enterprises seasonal, and is there a definite relationship between shop construction, classwork and project program?
7. Are wall displays and charts up to date and worthwhile?
8. Are adequate shop records kept?

Part III. Shop instructional aids, building materials and hardware.

1. Is lumber available for small projects?
2. Are nails available in all sizes?
3. Is other needed hardware available?
4. Is an adequate supply of scrap iron available?
5. Is the cabinet for storage of used bolts, nails and machine parts used efficiently and cooperatively?
6. Is the paint cabinet used efficiently? Are all necessary materials available and arranged neatly?
7. Are catalogs of supplies and shop equipment available for student use?
8. Are step-by-step wall charts available for most common jobs?
9. Are shop instructional aids from commercial concerns, agricultural colleges, and supply houses available?

Part IV. The instructor's program of self-improvement in shop.

1. Has the instructor visited neighboring shops recently?
2. Does the instructor practice on shop skill in own shop?
3. Has the instructor visited local carpenter, local blacksmith and local mechanic to secure additional shop information or assistance in shop skills?
4. Has the instructor taken course in farm skills recently?
5. Does the instructor regularly read books, bulletins, and articles on farm mechanics?
6. Has the instructor visited leading farmers to secure their opinion on farm equipment and machinery?
7. Has the instructor visited local lumberyards and hardware stores recently?

Recommendations

A New Housing Bulletin

W. N. ELAM, U. S. Office of Education, Washington, D. C.

A NEW housing bulletin, entitled "An Educational Program for Improving Housing Conditions of Negro Farm Families," was compiled jointly by the Negro teacher-trainers in agriculture and home economics at their regional conference at Nashville, Tennessee, in April, 1945. The United States Office of Education has recently issued this bulletin in mimeographed form and sent sufficient copies to the 17 states having separate schools for Negroes for the teachers of vocational agriculture and home economics to try it out in 6 to 10 schools in each of these states during the current school year. Suggestions from these teachers will be used in making the final revision of the bulletin during the summer of 1946, when it will be issued in printed form by the United States Office of Education and distributed to all Negro departments of vocational agriculture in the public schools as a teacher's handbook or guide in conducting an educational program for the improvement of housing for Negro farm families.

The following table of contents indi-



W. N. Elam

cates the varied problems of home improvement in the proposed bulletin:

1. Determining the Housing Needs of the Community.
2. Securing Cooperation Between Landlord and Tenant Toward Improved Housing.
3. Repairing and Beautifying the Home.
4. Improving the Sanitation of the Farm Home.
5. Exterminating Household Pests and Rodents.
6. Providing for Safety in the Home.
7. Providing Storage Facilities.
8. Providing Home Conveniences.

It is a well-recognized fact that Negro farm families as a whole have never been adequately housed. Therefore, the Negro teacher-trainers of vocational agriculture and home economics, realizing that the home is of paramount importance in developing children into better citizens, decided to direct special efforts toward the improvement of the Negro farm homes. This the first publication on housing that has been published as a guide for vocational teachers. Teacher-trainers have been working on the plans for this bulletin for the past two years. At present, it is in the trial stage among a few well-selected schools in each state. It is expected that the final revision and publication of the housing bulletin will be completed by the fall of 1946.

The bulletin states that "The typical Negro farm home is a three-room, unpainted, unscreened house, the roof of which is leaky, the walls and floors drafty

(Continued on page 217)



One of the many Negro farm homes needing improvement



Improved Negro farm homes like this one are increasing in communities where there are vocational programs in agriculture and home economics

Studies and Investigations

E. B. KNIGHT

Some Opinions of First-Year Students in Agriculture

ROBERT H. CORMAN, Teacher, Hublersburg, Pennsylvania

MUCH has been written about the work and opinions of teachers of vocational agriculture, but little effort has been expended in finding out what their students think. The writer was interested in finding what the freshman students in vocational agriculture thought about their work in the Walker Township High School. Answers on the amount of time spent in study, subjects preferred, etc., were sought.



Robert H. Corman

The setting is a prosperous rural community with most of its population engaged in general farming. The high school is of the smaller rural type with 70 students enrolled. Vocational Agriculture, Home Economics, and the usual academic subjects are offered.

The school day started at 9 o'clock and closed at 4 o'clock, being divided into eight 45-minute periods. Classes in Agriculture were double periods—90 minutes duration. All boys scheduled five subjects which required six of their eight periods daily. In addition they were spending one period per day in health and club activities. This left one 45-minute study period per day.

Procedures

The 11 Freshmen in vocational agriculture were interviewed individually. The mean age of the group was 14 years and 7 months. The oldest boy was aged 15 years, 6 months and the youngest 13 years, 3 months. The mean intelligence quotient was 98. The highest intelligence quotient was 113 and the lowest 87. Seven of the boys lived on farms, and the other four worked on farms part time during the summer months.

During the interview every effort was made to put the boy at ease and get his honest opinions. The interview assumed the form of a friendly chat. No notes were taken, and all questions were approached indirectly. To avoid prepared opinions the boys said nothing to their classmates about the interviews. When the interview was completed the results were carefully recorded. The interviewer tried to get the boys' opinion to the following questions:

- (1) Do you think you are overloaded with subjects?
- (2) Have you time to do your schoolwork?
- (3) How would you rate your subjects in order of time required?
- (4) How would you rate your subjects

- in order of difficulty?
- (5) How would you rate your subjects in order of study required?
- (6) How would you rate your subjects in order of personal preference or liking?
- (7) How much time do you spend daily studying in school?
- (8) Do you think you could do better work if you carried four subjects instead of five?
- (9) Do you like school?

The Findings

Glancing at the table the reader will note that seven of the boys thought they were not overloaded, and four thought they were. Eight of the boys believed they had sufficient time to do their work, and three thought they needed more time to study.

Science was the subject which required most of their study time. Mathematics was next mentioned as needing

most study with English and History following in order. Most of the group agreed that Agriculture required the least time. The fact that Agriculture calls for few outside assignments undoubtedly influenced this reaction. Opinion was divided on the difficulty of subjects. Science and Mathematics were listed as being equally difficult, with History a close third. Agriculture was indicated as being the least difficult.

Most of the group said they personally preferred Agriculture to the other four subjects altho this was by no means a unanimous choice. Science was listed as the next choice followed by Mathematics and English. History was liked least of all.

The amount of time spent daily studying in school ranged from 100 minutes, the highest figure given, to 60 minutes. The average daily study in school amounted to 76 minutes. Studying out of school presented a different picture. The largest amount of daily study out of school was only 30 minutes, and the least was 5 minutes. The average out-of-school study totaled only 18 minutes daily.

Nine of the boys believed that they could do better schoolwork with a lighter load of subjects. Two doubted if they

TABLE I.
Some Freshmen Opinions on Their Curriculum in Vocational Agriculture

QUESTIONS	EXAMPLE CASES		FOR THE CLASS	*WEIGHTED
	CASE No. 1	CASE No. 2		
Are you overloaded?	No	Yes	No 7 Yes 4	
Have you time to do your work?	Yes	No	No 3 Yes 8	
Time Required (Most to least in order)	Science English Mathematics History Agriculture	Science History Agriculture English Mathematics	Science Mathematics English History Agriculture	40 33 32 28 17
Study Required (Most to least in order) †	Science History English Agriculture Mathematics	Science History Agriculture English Mathematics	Science History English Agriculture Mathematics	50 34 29 26 26
Difficulty (Most to least in order)	Agriculture Science History English Mathematics	Science History English Agriculture Mathematics	Science Mathematics History English Agriculture	37 37 34 31 26
Personal Preference (Most to least in order)	Mathematics Science English History Agriculture	Mathematics Agriculture Science English History	Agriculture Science Mathematics English History	41 36 32 28 27
Study in School (Minutes per day)	100 minutes	80 minutes	76 minutes	
Study out of School (Minutes per day)	13 minutes	20 minutes	18 minutes	
Think you could do better work with 4 subjects?	No	Yes	No 2 Yes 9	
Like School?	Yes	Yes	Yes 11	

* The weighted average was obtained by allowing five points if a subject was listed 1st; four points, 2nd; three points, 3rd; two points, 4th; and one point if listed in 5th place.

could improve their work if they carried four subjects instead of five.

It is interesting to note that all of the group said they liked school. The boys were asked to place themselves in the following situation: Suppose you lived on a farm near the school and could quit any time you wished without difficulty. Would you continue? Without exception all said they would keep on until graduation.

Conclusions

In conclusion it must be granted that the results obtained in this study could be misleading because:

- (1) This is only one school group and might not be representative.
- (2) The number of cases is limited.
- (3) Students' personal likes or dislikes for certain teachers are almost certain to be reflected in their rating of subjects.

However, despite the limitations of this study, certain salient facts are noted, (1) The extreme importance of the study hall. Most of the class preparation is made in school. Thus, a well-conducted, quiet, well-lighted, ventilated, and properly heated study hall would be of considerable value in helping the student do his best work.

- (2) It is surprising how little time is spent in home study.

- (3) It is evident that the students do not feel that they are overloaded.

- (4) The average amount of time—94 minutes spent daily in preparation for classes—is less than would be supposed.
- (5) Most of the boys thought they had time to do their work.

- (6) Science, altho difficult and time-consuming, was well liked.

- (7) The boys liked school and their schoolwork.

- (8) The choice of Agriculture as a subject requiring less time and study than most others probably was influenced by the fact that Agriculture requires few outside assignments and most of the work is done in class.

- (9) The fact that Agriculture was considered to be relatively easy by most of the boys and the subject that they liked best was probably influenced by the farm background and interests of the boys. The reader probably would be inclined to think the boys would rate Agriculture in a favorable position to please their teacher who did the interviewing. However, the facts seem to disprove this supposition. It is significant that only four of the boys listed Agriculture as their first personal preference. The most brilliant boy in the class said he liked Agriculture least of all. The reason—because shop and the handling of tools was difficult for him, resulting in an average grade in shop. This, in turn, spoiled an otherwise-perfect report card.

- (10) Altho the boys felt that they were not overloaded, a careful perusal of Table I would seem to indicate the opposite as being true. Nearly all agreed that they could do better work with four subjects instead of five. They were doing most of their work in school and the removal of the fifth subject would have added another study period to their daily schedule. It is reasonable to suppose they would have used this extra period to good advantage—with better work in the other four subjects.

This study throws light on a very important but little explored phase of schoolwork. It opens a new and inter-

Training Public Speakers

ELMO JOHNSON, Teacher,
Mosheim, Tennessee

"YOU have to be a 'natural' to be a public speaker." You and I have heard that statement scores of times, and it is untrue. It is an unfortunate misconception. I say "unfortunate" because a lot of boys have missed out on some good training, and are still missing it, because of some fellow's belief that to be a public speaker you must be a "natural."

I have heard more than one teacher remark, "I never have boys in the public-speaking contest, because I never have any boys who can speak in public." I guess not. At the same time, I doubt if that teacher would be able to read if someone hadn't taken the time and trouble to teach him. Most boys, it is true, do not have the confidence to walk out on a stage and address an audience, but on the other hand, did you ever see a baby rise to its feet and walk on first trial?

This is my sixth year in the teaching profession. I usually enroll 50 to 60 boys, and I have not yet had a year when I couldn't see plenty of potential public-speaking material in the group. The controlling factor is finding time to develop all that is available. My high-school teacher of vocational agriculture has been teaching 14 years, and he has never been short of boys who had possibilities in public speaking. Are boys in different localities so different that some communities have all the public-speaking talent while others have none? I seriously doubt such being the case.

I consider only three essentials of major importance in a boy from a public-speaking standpoint. These are:

1. He must have a willing attitude.
2. He must have a pleasant personality.
3. He must have a fairly good voice.

If you have a boy with these three cardinal points you can train a public speaker.

Most teen-age boys do not realize the importance of being able to stand on one's feet and express thoughts fluently to groups of people. Therefore, usually the idea must be sold to them. The method of doing this will depend on the salesman, or teacher, in each instance. However, the teacher first must be completely sold on the idea himself before he can expect to sell it to someone else. It takes little effort to point out the values of being able to speak in public. We have a local-chapter contest each year involving from a dozen boys on up and we do not do a tremendous selling job.

Training Devices

Our ways of giving public-speaking training are simple. Occasionally, at the most unexpected times, we take a class period for impromptu speaking. If you have never tried it you might be sur-

prising at the results in a short time. Self-confidence on the floor will double and redouble as you watch. It is true in this instance, too, that "practice makes perfect." Most of us learned to be good automobile drivers only thru practice. There will always be a few boys who will not take advantage of this opportunity. They will say, "I can't." But this happens in all age groups. These are the ones who will always sit back and wait for the other fellow to do their talking. These are the same ones who in many cases later will not exercise their voting rights or take any part in the progress of society. But we must not fail to give the others the opportunity because of these few.

We study Roberts' *Rules of Order* and strive to become proficient in their usage. We put what we learn into use in our F.F.A. chapter meetings. Most of our boys recognize mistakes when they sit in adult meetings. Since it saves them embarrassment, it is fortunate that the adults usually do not realize this.

Contest Preparation

After the local chapter has held its elimination trials and selected its representative for the contest, it is time for the teacher to start concentrating his efforts. During the time that the boy is writing his speech you can advise with him and have him keep reworking it until he has something that is satisfactory to both of you. Then read it over with him a number of times before he starts memorizing it. Otherwise, he may memorize impressions and expressions wrongly. Once memorized, these are hard to correct. When he has committed the speech to memory, it is time to start practice. You should help him to acquire poise, correct expression, and self-confidence (not to excess) at least once daily. He should also practice several times by himself. I have even seen boys practice before a mirror to great advantage. Remember the old saying, "If we could only see ourselves as others see us—"

This procedure should continue for several weeks before contest time. During this period the boy should be reading widely on subjects related to his speech. Try to keep him from becoming scared at contest time. Impress on him the truth that most of those listening could not do the job nearly as well as he can. Then when the contest is over, if your boy didn't win first place, he still has won a wonderful lot of experience. Your efforts were not in vain. You have given him something that no one can take from him. You have put a "polish" on him that cannot be easily removed. He is now ready to stand up and tell the world what he thinks.

We have just finished a war fought, in part, to uphold the principle that we might think and speak freely. Shall we fail to teach our children to exercise fully these rights of democracy? If so, we might sometime find ourselves without a democracy. Speech is one of the greatest weapons that God gave us. Shall we fail to temper and sharpen this weapon so that the maximum efficiency may be gained? The answer rests with the teachers of American children.

To tell a man what to think is in every long run the working equivalent of telling him not to think at all.—Thomas Vernon Smith.

Future Farmers of America

A. W. TENNEY

Fun Feeds Are Popular

H. W. DEEMS, Assistant Supervisor, Lincoln, Nebraska

WINTERTIME is fun-feed time for F.F.A. chapters in Nebraska. It's the time when the boys act as hosts and the parents and friends are the guests. This winter, over 40 local chapters in Nebraska sponsored fun feeds for their mothers, fathers, neighbors, and teachers.

Each chapter's program, dinner, and activities are different. All groups, however, follow the same general rules of plenty to eat, good entertainment put on by the boys, and plenty of time to visit and look around the vocational department.

At Broken Bow the guests ate pheasant. The 42 F.F.A. members furnished 76 pheasants for the 84 boys, their fathers, and guests. The homemaking class at the high school cooked the birds and served the meal. The feature of the program was a trip thru the shop and a visit to and explanation of the cooperative broiler project. Colored slide pictures of projects were shown. A father, as he stopped to tell the adviser good night remarked, "Mr. Huntzinger, you should have these meetings about every three

months, in order to keep us dads pepped up." Then he added, "I believe I can be of more help to John in his farming program from now on out."

The ranch boys at Bassett forgot about their beef for a night and served oyster stew. They ordered six gallons of fresh oysters, and they brought the milk from home in five-gallon cans. Jerry Sandall, local chapter president, was toastmaster. Harry Hull told about the F.F.A. chapter's plan for insurance. Stanley Iverson gave a talk on F.F.A. activities. Then Asa Carpenter, a little freshman, started singing southern melodies and cowboy songs as he strummed his guitar. The rafters vibrated from the applause when Asa bashfully smiled and took a bow after a few numbers.

At Neligh, it was baked chicken, oyster dressing, mashed potatoes, creamed corn, a salad, and all the pie and ice cream one wanted. The program included a song by the F.F.A. chorus, short talks by seven F.F.A. members, and a special talk by the state F.F.A. president. A quiz program provided the fun for the

evening. When their local adviser, R. A. Pilster, failed to answer his question correctly, he was requested to give his tie as a forfeit. Later this was auctioned off to the highest bidder. His wife bid it in for \$2. Henry Hansen, father of one of the members, was made an honorary member. This honor was bestowed upon Mr. Hansen because of his assistance to the chapter. Other awards made at this meeting included: Kenneth Hoefs, heaviest ton-litter of hogs, and Richard Peterson, highest in scholarship.

The Fremont chapter sponsored a potluck basket supper. It was held in the farm shop. The program was in the form of a regular chapter meeting. The boys started the program with the official F.F.A. opening ceremony. Dick Mason, local chapter president, welcomed the guests and parents. He said, "We are greatly honored tonight by the presence of our high-school superintendent, our state F.F.A. executive secretary, and others, but we are honored most of all by the presence of our mothers and fathers. The purpose of this banquet is to promote a closer comradeship between parents and sons; to provide an opportunity for the development of a stronger bond between parents and the school; and to make it possible for you



Fun feeds are popular events in the social activities of Nebraska chapters. With parents and other honored guests to be entertained, with attractive waitresses, neatly gowned, serving, with a capable toastmaster introducing speakers, with an abundant evidence of F.F.A. teachings in the ceremony, the station insignia, and the usual F.F.A. finish on the part of each member speaker, and with noticeable effort expended thruout the evening to make the guests welcome, acquainted and entertained, every event becomes a highlight of a chapter's social program. We need more banquets conducted on a genuinely educational basis with studied planning, careful execution and critical after-examination

to become better acquainted with us Future Farmers of America and with our accomplishments."

The Fairbury chapter makes the crowning of an F.F.A. queen the highlight of their fun feed. This chapter claims to be the originator of this popular ceremony. They crowned their first queen in 1936. Now at each fun feed one of the much-looked-forward-to events is the introduction of the "queens of yesterday."

At Red Cloud it's always roast turkey. Last year the chapter had to husk almost 1,000 bushels of corn at 10 cents per bushel to pay for the 14 turkeys consumed at the fun feed. The boys take over the high-school gym for this occasion. Around the sides are the shop projects recently constructed. Laborsaving devices are always stressed. On one table the project books are placed. The sentinel and his committee meet the parents at the door. They make the necessary introductions, take their wraps, and then one boy acts as guide thru the shop exhibits. He explains the value and cost of the various laborsaving devices. The adviser, Victor Anderson, believes that all departments in the school should have a part in the F.F.A. fun feed. The music department furnishes an orchestra for the dinner; the homemaking girls roast the turkeys and serve the meal; the typing department makes the invitations; the art department, the programs; and the normal-training group decorates the tables. The athletic department is always invited to act as a cleanup committee, but training rules usually prohibit the carrying out of the assignment.

The Ladies' Aid of the local church always serves the meal at the DeWitt fun feed. But the boys still have plenty to do. Alvin Reimer, the local adviser, says that every member of the chapter is assigned a job on some committee. They plan the program, send invitations, arrange the menu, decorate the tables and the room, and set up displays of their activities. The only thing that gripes the members is being selected for the cleanup committee. This group always invites the F.F.A. officers from nearby chapters to attend their fun feed. The program put on might be termed a variety show. It includes the invocation by the local pastor and the address of welcome by the vice-president. The mother of one of the members gives the response. The officers, with all paraphernalia in place, put on the opening ceremony. Then everyone sings. The last song is always "Hail the F.F.A." Then the girls, with caps of national blue and corn yellow, start bringing in the food. A platter piled high with T-bone steaks is started down one side of the table. Following the steaks are baked potatoes, green beans, gravy, country butter, and home-baked rolls. Everyone eats and talks for a while. Then the young ladies in the blue and gold caps come back and ask, "Won't you have another cup of coffee?" "We have cherry, chocolate, and apple pie—which do you prefer?" After the meal the real program begins. A Freshman lad gives the F.F.A. creed, a Sophomore boy tells about his farming program, the chapter's news reporter tells about some of the chapter's activities, and then the adviser announces the winners of certain chapter awards. Now it's time for some fun. A group of boys puts on their interpretation of a "truth or consequence" show. And then the last number, a short

An F.F.A. Swine Breeders' Association

RUBEN S. HOVLAND, Teacher,
Owatonna, Minnesota

THE farmers in Steele County in southeastern Minnesota are becoming "hog conscious" due to the efforts and organization of the Owatonna Future Farmer Swine Breeding Association. Steele County is primarily a dairy area specializing in the production of sweet creamery butter.

In the winter of 1942 five boys in the department of vocational agriculture became interested in raising purebred swine. A search locally was begun for good, purebred breeding stock. It was soon found that Steele County did not have a surplus supply of purebred hogs. In order to provide the farmers of Steele County with good, production-tested, purebred boars and to teach the boys sound and efficient methods of swine production, the Owatonna Future Farmer Swine Breeding Association, a subsidiary of the local chapter of the Future Farmers of America, was organized in the fall of 1943. A constitution was formed and officers elected for a term of one year. Some of the provisions in the constitution were: all litters must be purebred; all litters must be earmarked at birth; all litters must be weighed at 56 days of age; and all litters must be farrowed between March 1 and April 15.

The first year 9 boys raised 12 litters of purebred hogs. As these hogs were growing, the problem arose as to what to do with the surplus breeding stock, so it was decided to hold a purebred-boar sale in the fall. Some new standards had to be set up to eliminate poor-quality individuals and to consign only the fastest-gaining hogs with the best type and from the larger litters. It was decided that one of the big qualifying factors would be the 56-day litter weights of these pigs, and 200 pounds was set as the qualifying weight.

A survey was made of the available number of qualified boars, and it was found that there were 27 pigs in the Duroc Jersey, Spotted Poland China, Poland China, and Chester White breeds. The sale was held in October, 1944, with a good crowd of farmers attending. All boars were sold to local farmers.

Enthusiasm grew among the students of vocational agriculture, and during the winter 19 boys joined the organization and raised 29 litters of pigs during the

talk by a state F.F.A. officer.

In many communities, the F.F.A. fun feed is traditional. It gives the farm families a chance to visit the local school. It provides a fine opportunity for development of certain phases of community-social leadership. It tends to foster a closer relationship between the parents and sons. It is a means of enlisting the cooperation and help of the parents in developing the farming programs.



Ruben S. Hovland

summer of 1945. The standards of the organization had to be revised so the litter weight at 56 days was raised to 225 pounds, with the stipulation that each boy could consign only two boars from each litter to the sale.

Another purebred sale was held in October, 1945, with 44 top-quality, purebred boars consigned. A much larger crowd attended the sale, and it was observed that people came from greater distances.

From an educational point of view there are several worthwhile accomplishments of the Swine Breeding Association. It has developed a great interest among farm boys in vocational agriculture, and it has been a "learning by doing" method of teaching efficient hog production to the boys enrolled in vocational agriculture. All equipment used in the production of hogs has been made in the farm shop at high school. Most fathers have become better hog men after their boys have raised a litter of pigs. It was very noticeable that many "approved practices" that they boys were using soon were being carried out by the dads also. Another accomplishment is the better quality of boars that are going into the herds of hogs in the community. The boys have also made some well-earned money in their farming programs. At the last sale, the average price received was about \$20 above the market price. It has also taught cooperation because an undertaking such as a purebred sale, with the different breeds of hogs represented, requires cooperation.

Owatonna F.F.A. Swine Breeders' Association

Following are some statistics gathered in 1945:

1. No. litters of pigs	27
2. No. pigs farrowed	256
3. Av. pigs per sow farrowed	9.5
4. No. pigs weaned	100
Boars	94
Sows	7.2
5. Av. pigs per sow weaned	249
6. Av. 56-day wt. per litter	34.5
7. Av. 56-day wt. per pig	

Housing Bulletin

(Continued from page 213)

and unfinished, the doors and windows broken or inadequate. These houses lack facilities for sanitation, convenience, livableness and beauty. The teacher-trainers hope to change these drab conditions thru a well-planned educational program of home improvement. Since the home is the first unit in fitting children into society, the housing program is an undertaking of national importance which every American will no doubt be glad to see go forward."

The housing bulletin is the second of a series of handbooks which the Negro teacher-trainers have developed to assist vocational teachers in improving the rural living conditions of Negro people. Their first publication, entitled "Negro Farm Families Can Feed Themselves," dealt with greater production and utilization of food for farm families. It has been widely used by teachers in stimulating a greater production of food for both war needs and adequate family diets. It was completed at a time when it met a most urgent need. This housing bulletin comes out when the housing shortage is acute and is expected to serve a most useful purpose in improving farm homes.

Long-Time Planning

(Continued from page 205)

ever, in areas where large-scale farming is carried on, as in sugar- and pineapple-producing areas in Hawaii, and where ranching on a large scale is followed. The information needed may be obtained quickly and more easily by consulting ranch or plantation officials. School authorities, key farmers, businessmen, and other community leaders will be able to contribute much information about the community and its needs. A functioning advisory committee should be especially helpful in formulating the long-time plan.

Certain things characterize desirable goals or objectives that will appear in the long-time plan, among the more important of which are the following:

1. The objectives must fall within the general framework of accepted objectives for vocational agriculture. The six major objectives of education in vocational agriculture at the secondary-school level are to develop effective ability to:

- Make a beginning and advance in farming.
- Produce farm commodities efficiently.
- Market farm products advantageously.
- Conserve all natural resources.
- Manage a farm business.
- Maintain a favorable environment.

2. The objectives must center about need changes that can, and should, be brought about in the community. Vocational agriculture is not taught as an end in itself, but rather that farming vocations be made easier, pleasanter, and more profitable for those of the community who follow them.

3. The objectives must be such that there is good hope of reaching them within a reasonable time. It is not intended that "a reasonable time" be interpreted as 1 year, or even 2 or 3 years. Most of the goals that appear in a long-time plan will require 5, 10, 15 years, or even longer before they can be reached, but to set up objectives that could never be reached would be the height of folly.

4. The objectives must cover all activities in which the teacher of vocational agriculture will engage. They should not be limited to one, or even a few, of the many phases of his program.

5. The objectives must be big enough to challenge the best efforts of the teacher and the community. Nearly all teachers of vocational agriculture set up annual or short-time objectives, but those that appear in the long-time plan are the larger, more important community goals towards the accomplishing of which annual goals contribute.

6. The objectives must be so worded that there is never any doubt in the teacher's mind, or in the minds of others who examine his plan, as to what he expects to accomplish.

7. The objectives must be so specific that the teacher is able to determine when each has been attained.

Some of the objectives which a teacher of vocational agriculture may set for his department will deal with the production and marketing of agricultural products. He may wish to introduce purebred livestock on all farms of the community, to see that locally grown feeds are used in producing livestock, or that all vegetable growers use approved practices in controlling insects and diseases.

Some of the objectives may deal with the homes and home life of the people of the community; such as the introduction of labor-saving devices on the farm and in the farm home, the beautification of the farm home and its surroundings, or a better and more wholesome use of leisure time by persons living in the community. Some objectives may have to do with the people with whom the program in agriculture is most concerned, such as the speaking of better English at school and in the homes of the community, promoting a higher type of rural leadership, placing a high percentage of the graduates in positions for which they have been trained, or promoting a better understanding of the problems faced by agricultural workers.

In preparing his long-time plan, the teacher should list all objectives that need to be accomplished in the community and that lie within the field of vocational agriculture, but all of those listed need not concern him each year. Some will be of an urgent nature and must be achieved as quickly as possible, while others may be such that the teacher need not attack them for a few years. The teacher might list 15 things that need to be done in the community, but decide to attack only 7 of these during the present school year. In preparing his plan the teacher would include all 15 objectives but would list devices for the 7 he plans to attack during the present year. As the plan is revised from time to time, the remaining objectives will be taken up and devices listed for each. Experience has shown that it is better for a teacher of vocational agriculture to concentrate his efforts on a relatively small number of objectives than to spread his energies over a wide field, but he should recognize the other fields in which he will eventually work.

The teacher of vocational agriculture is first of all a teacher. The devices used in achieving his objectives will, therefore, be those available to a teacher in this field. He should, however, use originality in their application. The teacher should list all the devices he plans to use in achieving each objective, but should not list devices he has no intention of using. To follow the latter course would throw suspicion on the teacher's motives and greatly lessen the value of the plan he prepares. Some of the devices which a teacher of vocational agriculture customarily uses are:

- Instructing all-day classes in vocational agriculture.
- Instructing young-farmer classes.
- Instructing adult-farmer classes.
- Directing the farming programs of students in all-day, young-farmer, and adult-farmer classes.
- Instructing farmers and others in the community with whom he may have individual contact.
- Publicity thru news articles, feature stories, posters, exhibits, radio broadcasts, and similar activities.
- Promoting community, local, county, district, and state fairs.
- Promoting contests of all kinds.
- Operating a school farm.
- Maintaining an active chapter of the Future Farmers of America.
- Cooperating with existing agencies that are working for improved agricultural conditions in the community.
- Promoting agencies that will better agricultural conditions in the community.
- Delivering talks to interested groups in the community.

14. Planning and conducting field trips for farmers and others.

15. Engaging in appropriate summer activities.

If two or more teachers of vocational agriculture are employed in the same school, they should cooperate in working out the objectives of the long-time plan. Each should know what his particular contribution will be in achieving the objectives, and each man should have copies of the plans prepared by the other teachers. When two or more departments of vocational agriculture are located in close proximity and are working under similar community conditions, they, too, should cooperate in preparing the plan.

The long-time plan should be filed in a place where it is readily available, preferably in the front of the notebook used to hold the teaching plan. It will then be a constant reminder to the teacher and will more likely influence his actions.

The long-time plan can be prepared most conveniently in two columns, one for objectives and the other for devices used in achieving the objectives. A third column to the right of the one in which devices are shown can be used to show accomplishments from year to year.

BANQUET BANTER

Toastmaster: Tonight we have a treat, a pleasure unexpected. Our teacher recently met a teacher of vocational agriculture from Texas who is enrolled in graduate work at the University. He invited him to our banquet this evening as our guest speaker. I am sure we will all be interested in getting ideas from his program in Texas. Texas, as you all know, is a large state and has very diversified production. In talking with our speaker here at the table, I asked him why it was we, at least in this part of the North, seldom see any Texas products for sale in our stores. His reply must have been typical of all Texans for it was that the railroad companies refused to haul Texas products to certain states in the North because they would have to send the cars back to Texas empty. Ladies and gentlemen, our guest of the evening, Mr. Robert E. Lee.

Speaker: It's a genuine treat for me to be invited to attend your banquet and to be honored as your speaker. I hope the boys of this chapter and the instructor will remember my visit and will come to visit my department in Texas now that travel restrictions are removed and summer trips are again in order. Yes, Texas is a large state, and I expect it is because of that that many Texans have formed the habit of talking rather large and have become a bit liberal with the truth. You may have heard of the farmer who had such a wheat crop in western Texas that he had to rent land to shock it on, but have you heard of our peculiar weather? They tell the story that one of the State Farmers in central Texas had a popcorn project and he husked the corn and cribbed it. The market was not good so he kept it over. The next summer the weather got so hot that the corn began to pop in the crib and scatter over the adjoining lot where a mule was on pasture. The mule saw the popcorn, thought it was snowing, and lay down and froze to death. It's a great state, that Texas. Come down and see us.

